

THE RELATIVE ACHIEVEMENTS
of
A, B, and C CLASSES in ENGLISH
in
PASEO HIGH SCHOOL
Kansas City
Missouri

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DEDICATED
to
MY MOTHER

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Chapter I

An Analysis of Recent Literature Pertaining to Teaching
High School English

In a desire to know the methods and trend of current teaching in High School English the author studied a number of experiments in the teaching of High School English. The following is an annotated bibliography of some of these studies:

Armstrong, Wallace Bruce - A Study in the Relative Frequency and Persistency of the Technical Errors in Written Composition - Thesis 1925, University of Kansas Library.

The conclusions of this study based upon 2016 themes containing narrative exercises written by nine freshmen classes and seven Junior classes of Northeast Junior and Senior High Schools, of Kansas City, Missouri seemed to show three types of errors:

1. Due to lack of knowledge
2. Result of mind-set
3. Result of mental defects

The study showed the value of both individual and class drill.

Camenisch, Sophia Catherine - Some Recent Tendencies in the Minimum Essentials Movement in English - English Journal, March 1926.

The author discusses basic principles as guides to the selection of minimum essentials which the following forces have demanded as necessary in the present course of study:

1. Changing character of school population
2. Large numbers in classes
3. Increased number of subjects
4. Demand for English as a means of immediate communication
5. Growth of social or project method

Clapp, John M. - Report of the Committee on the Place and Function of English in American Life - The English Journal, February, 1926.

The conclusions based upon a response to 2615 questionnaires coming from 300 towns in 35 states are that the schools should devote more attention to training for interviews, conversation, and public speaking.

Coryell, Nancy Gilmore - An Evaluation of Extensive and Intensive Teaching of Literature, a Year's Experiment in the Eleventh Grade in New York - Bureau of Publications, Teachers College Columbia University 1927.

In her study of the extensive and intensive teaching of literature including nine classes of pupils of the Eleventh Year of the Wadleigh High School for Girls in New York, the author found more pupil activity in the extensive group, three times as much emphasis on the appreciation of poetry, ideas, or character situations as in the other group, and a practical similarity of final scores.

Dickinson, Charles E. - A Study of the Relation of Reading Ability to Scholastic Achievement - School Review, October 1925.

The author based his conclusions on the results of three tests:

1. Pressey, Mental Survey Scale
2. Thorndike-McCall Tests of Silent Reading for the Understanding of Sentences
3. Thorndike Visual Vocabulary Scale, Alpha 2X Series, plus observation of the school work for a period of three years.

His conclusions were:

1. There is a positive correlation between reading ability and school achievement.

2. Silent reading and word study should receive more emphasis in 6, 6, and 8 grades also in the high schools.

Douglas, Lucile - Teaching English on the Dalton Plan - English Journal, May 1924.

The author appreciates the individual standard, the frequent conferences, the concrete assignments, and pupil responsibility of the Dalton Plan in teaching English.

Engle, Alice N. - A Study of the Relation Between Mental and Reading Abilities and the Amount of Choice of Reading Done by the Ninth A Grade pupils of Lawrence Junior High School - Thesis 1927 - University of Kansas Library.

This thesis is concerned with the study of mental and reading interests of Ninth A Grade pupils in the Junior High School of Lawrence, Kansas. It seems to show a high correlation between intelligence and comprehension with a low correlation between intelligence and the rate of reading, with the lowest correlation in the study, between intelligence and the number of books read. The books chosen by boys portray boy scouts, school sports, heroism, and strenuous adventures while the books selected by girls portray a home, school life romance, and sentiment.

Gainsburg, Joseph C. - Fundamental Issues in Evaluating Composition - The Pedagogical Seminary 1924 Volume 31, Editor - G. Stanley Hall, Worchester, Massachusettes.

This article deplores the use of scales as a measuring cure-all and suggests that a knowledge of the conditions under which composition is written in judging that composition. It is his aim to individualize judgment as well as instruction.

Gates, Arthur I. - The Improvement of Reading: A Program of Diagnostic and Remedial Methods, New York, the Macmillan Company, 1927.

This volume presents the tests, methods of diagnosis, and general conclusions developed during more than eight years of research. It describes the desirable reading scales and technical diagnostic procedures to learn in what respect a pupil is failing in them. Its

account of remedial instruction can be applied to high schools although it is written for the elementary reading.

Gray, William S. - Report of the National Committee on Reading Part 1 of the Twenty-fourth Year Book of the National Society of Education -Bloomington, Illinois Public School Publishing 1925.

This report contains a comprehensive summary of what is known concerning reading and an estimate of the knowledge as it pertains to the teaching of literature. One section discusses high school literature; another, reading and its relation to other high school subjects; another reading in relation to literature; and another, word study in the high school.

Gray, William S. - Summary of Reading Investigations (July 1st, 1924-June 30, 1925.) Elementary School Journal Volume 26, 1925-1926.

Similar summaries appear in succeeding years and contain annotated bibliographies and also validations of the content of reading courses.

Green, Robert L. - A Study of the Structural and Grammatical Errors Found in the Writing of Selected High School and University Students.- Thesis 1928, University of Kansas Library.

This is a study of types of structural and grammatical errors appearing in the writing of 170 freshmen and 170 juniors and seniors at the University of Kansas and of 114 boys of superior mental ability (110 IQ or above) at the St. Louis Country Day School. The three types of errors predominating in the free writing of the groups were

1. faulty connectives
2. obscure reference of pronouns
3. misplaced modifiers.

Also, the author finds that unselected university freshmen and upper classmen make practically the same number of structural and grammatical errors in written composition as do Ninth Grade students of IQ 110-122, and twice as many as do Twelfth Grade students of IQ 123-137; and that Pressey diagnostic tests in composition parts C and D are more nearly adequate for diagnostic purposes in grades Nine and Ten than in grade Twelve.

Green, Ward H. - Comprehension in Literature - English Journal, December 1926.

The article is based on replies received on 280 boys and girls in the senior year of 131 representative high schools stating what they learned from literature. Reports reveal clearest and most definite appreciation of A Tale of Two Cities and the least of the Idylls of the King; reports also reveal that too large a percent have vague ideas of what they have learned and too small a percentage grasp their meaning and significance.

Horn, Ernest A. - A Basic Writing Vocabulary: 10,000 Words Most Commonly Used in Writing, Iowa City, University of Iowa 1926.

A comparison with Thorndyke's list shows that all but 986 of the entire 10,000 appear in the Thorndike list. This list is of more value to elementary than to high schools, but the list used in high schools may denote serious or negligible misspelling and will aid in scientific measurements.

Hudelson, Earl - English Composition, Its Aims, Methods, and Measurements - the Twenty-second Year Book of the National Society for the Study of Education Part 1, Public School Publishing Company 1923.

The purpose of Hudleson's study was first, to ascertain aim, methods employed to secure aims, and degree of realization; second, to discover weighting of composition elements; third to reveal need for objective measurements; fourth to furnish objective scales. Each purpose is satisfied and National Standards are given from the fourth and through the twelfth year.

Hudelson, Earl - Making a Local Composition Scale - School Review October 1925.

The author believes the increased pupil stimulation justifies the devising of a local composition scale for each school system if not for each school. The article concerns itself with the statistical method of building a scale.

Hulten, C.E. - Remedial Work in Reading with Backward and Retarded Pupils - Journal of Educational Research April 1924

Freshmen pupils rating less than sixth grade comprehension on Kansas City Silent Reading Test and with an IQ from Haggerty-Delta II Intelligence Test of 75-107 were given special class drill carefully described by the author with the results tabulated in table form. He concludes that the most superior in mental ability profited most by the remedial work.

Irion, Theodore W.H. - Comprehension Difficulties of Ninth Grade Students in the Study of Literature - New York Bureau of Publications Teachers College, Columbia University 1925.

The experiment was based upon test results from 170 representative Evander Childs High School students in New York, along with intelligence and standardized reading tests for comparison. The experiment showed that power of understanding varied greatly within a class; that ninth grade students of 100 IQ or above could read the given literature, others had serious difficulty; that about half of the class misunderstood 50% of the literature they were asked to read.

Johnson, Roy Ivan- English Expression a Study in Curriculum Building - Public Schools Publishing Company 1926.

This is an effort through conduct analysis (listed activities of 104 Stephens College Women and those of their mothers), content analysis of text books, and analysis of particular activity (letter writing) to discover the actual and specific needs of the social and business world.

Judd, Charles Hubbard and Buswell, Guy Thomas- Silent Reading: This is a study of the various types of silent reading. Supplementary Educational Monographs Chicago University of Chicago, No. 23 November 1922.

Through the procedure of photographing the eye-movements of certain high school pupils the authors conclude that teachers ought to train their pupils for different types of analytical tasks as well as for Fluent reading of different types of subject matter.

Kellogg, Florence A.- The English of the Freshman - English Journal September 1927.

The author urges a recognition of the difficulty of the college freshman both by his high school teachers and college professors. By a variety of humorous examples

she groups the errors made as three types: first, suggestability of the student; second, superficial similarities of word forms, and third, vague uncritical association of ideas.

Klein, Katharine- A Report of an Attempt to Improve the Reading Ability of Certain High School Students - Thesis, 1927, University of Kansas Library.

This study conducted in the Oread Training School at the University of Kansas during the school year of 1926-7 included a class of 5 students who had reading difficulties. On the basis of five case studies measured by the Stanford-Binet Mental Tests, Thorndike-McCall Reading Scale, form II; Stanford Achievement Tests in word, paragraph, and sentence meaning Form A; and the Holley Vocabulary Tests the author summarizes the investigation by stating that results significantly indicate that all students with an IQ below 100 may bring their reading age at least to their mental age level.

LaBrant, Lou L - Certain Criteria for Classifying in Literature Courses - School Review, June, 1927.

In the Oread Training School at the University of Kansas the author used these criteria for classification of pupils: first, intelligence quotient; second, reading rate and comprehension; third, vocabulary; and fourth, teachers recommendation. The author after experimenting with these standards is certain that the following tests and information will facilitate the teaching of English: first, Vocabulary; second, Rate of Reading; third, Comprehension; fourth, Summer Reading Records; fifth, general interpretation; and sixth, intelligence.

Lehman, Harvey C.- Reading Books "Just for Fun"- School Review May, 1926.

The author states that "willingness" to read should be the primary objective of the teaching of English and he considers present methods unsatisfactory since 50% of the students selected as representative of Kansas towns had studied in his report had not gained a "genuine taste for long, coherent perusal of a full volume as a leisure hour employment."

Leonard, S. A. - English Teaching Faces the Future- School and Society, January 15, 1927- Edited by J. McKeen Cattell, New York, The Science Press.

Near the conclusion of his address the author in stating the aims of the teaching of English quotes from one of his colleagues, Dr. Otto: "whether the run of the human drama is to be long or short, it promises to be long enough before the curtain falls, if fall it must, for the decrease of suffering and the increase of happiness; long enough to win great numbers of men from acquisitive scheming to creative endeavor, and to make beauty far more pervasive of life than it is. And that is what matters."

Leonard, S.A.- Relation Between Reading and Literature - the Twenty-fourth Year Book Part 1, Chapter 6, Public School Publishing Company 1925.

This section of the report includes a discussion of these three topics: first, purposes of literature in the school program; second, principles for selecting literature for grades in high schools; and third, the principles of effective method in teaching literature.

Markham, Walter Tipton - English Vocabulary Tests for High School Pupils - Thesis 1926 University of Kansas Library.

This study is an effort to formulate standardized vocabulary tests of wide range. The words selected at random by lot in a variety of high schools of Kansas towns and in two high schools of Kansas City, Missouri seem to furnish a basis for comparing the accomplishment of an individual pupil with fellow class-mates either locally or in the country at large, and seem to furnish a basis for class study as well as a basis of comparison.

Miles, Dudley H. - Can the High-School Student Improve His Reading Ability? Journal of Educational Research, September 1926.

Dudley H. Miles of Evander Childes High School, New York City, concludes his discussion with these general conclusions: first, that bright pupils having already gained the ability to comprehend the printed page do

not usually improve on tests similar to Thorndike-McCall Reading Scale- on the other hand, slower pupils are likely to improve if the teacher is able to maintain their interest and effort; and second, that pupils who rate high on initial tests are apt to lose interest in drills and thereby rate lower on the final test.

Miles, Dudley H. - Significance of Reading in High School-
in Contributions to Education Volume 1, edited by
Carleton Bell, secretary of the New York Society for
Experimental Study of Education.

The purpose of this investigation was to discover the relation between ability in silent reading and achievement in various high school subjects. 143 High School pupils served as a basis. The conclusion from the erratic correlations was that present methods of rating in English and other subjects do not spur the better pupils to their highest effort.

O'Rourke, L. J.- Self-Aids in Learning of English - English
Journal, April 1927.

The author suggests typed instructions and a student's own rate of performance as guides to a planned English course. Thus, he feels he adequately meets the needs for individual instruction. His accompanying graphs readily reveal the improvement gained by his method.

Parry, John J.- Selling English Literature to Non-Literary
Students.- English Journal January, 1924.

The author stresses the fact that students will "appreciate" literature if the teacher will present the authors as distinct personalities with a philosophy of living upon which each is urged to comment. Thus English would become a thinking course not a "cultural" course.

Pendleton, Charles S. - Measurement in Composition - The
Journal of Educational Method, February, 1923.

Here he states that incredibly few teachers "have any instructional resources for any pupil whose manuscript does not show glaring mechanical errors."

Pendleton, Charles Sl.- The Social Objectives of School English, Nashville, - Published by the author 1924.

This is an effort to state the objectives of the reading of English. These objectives were selected on the basis of evaluation by 80 Teacher Students of the University of Chicago, of 1581 specific social objectives gathered from eight sources such as Teachers, text books, courses of study, etc. The chief concern seems to be with mechanics. In the opinion of 88 percent of the judges the most important purpose was the ability to spell correctly, without hesitation, all the ordinary words of ones writing vocabulary.

Pressey, S. L. - A Statistical Study of Usage and of Children's Errors in Capitalization - The English Journal December 1924.

The article contains a discussion of two problems: first, the frequency of the use of capitals; and second, the comparative difficulty of usage and capitalization as practices for public school children.

Ritter, Bert T.- The Relation Between Reading Ability and Reasoning Ability- Thesis 1922- University of Kansas Library.

This thesis contains a discussion of the relation in the grades between reasoning ability measured by the Stone Reasoning Test and reading ability measured by the Thorndike-McCall reading scale, Burgiss Silent Reading Test. The conclusions are of interest to High School teachers mainly in that they state that the relationship between reading ability and reasoning ability is closer in the lower grades than in the higher grades and that this relation is closer among boys than girls.

Rosenkranz, Samuel- Experiments in Presenting Poetry - The English Journal, September 1927.

The author states that as Conrad said of the word, "give me the right word and the right accent and I will move the world", so it is with poetry if one knows "how". The author suggests that poetry be given as a whole, read aloud, and in story form; and that thus it will appeal to the maximum number of pupils.

Ruch, G.M.- The Improvement of the Written Examination - Chicago, Scott, Foresman and Co., 1924.

The author discloses the weakness of the essay-type of examination and gives clear direction for the preparation of objective examinations. He presents experimental evidence for the relative merits of the various types and even presents the statistical method for determining reliability. He includes specimen tests in English Literature.

Ruhlen, Helen V.- Experiment in Testing Appreciation - English Journal, March 1926.

The author states that the poet may make his appeal through three channels: first, the intellect; second, music; and third, the association. The idea in this for the teacher is to determine the source of appeal that she may accordingly guide her attempts of instruction.

Ruhlen, Helen and Pressey, S.L.- A Statistical Study of Current Usage in Punctuation - English Journal, May 1924.

The study attempts a comparative evaluation of the various rules for punctuation. The authors include a list of a variety of rules which apparently have the sanction of current usage.

Salvesen, Edyth McBratney - Evaluating a Check Sheet - Thesis 1927, University of Kansas Library.

The Study illustrates the value of a check sheet in the elimination of errors and recommends the following procedure:

1. Analyze the errors of individual pupils.
2. Construct a check sheet upon which a child may list his own difficulties and check for frequencies.
3. Use standardized tests for a measure of progress.

Shepherd, Edith E.- A Preliminary Experiment in Teaching English Usage. - Studies in Secondary Education, University of Chicago, Supplementary Educational Monographs - #26, 1926, pages 91-108.

The study revealed the fact that although English teachers teach principles of usage the students do not feel that they need the material or that the other teachers will require it. A solution seems to be found in a method of teaching which will make correct usage a basic permanent part of the fabric of the school life.

Shepherd, Edith E.- An Experiment in Teaching Usage to Junior High School Pupils, School Review, Volume 33, pages 675-684, November 1925.

This experiment placed emphasis on impressing pupils with their own needs and on impressing pupils with their responsibility. The results are clearly in favor of the individualized instruction methods of the author.

Stauffer, Elmer C. - A Laboratory Experiment in English Composition - English Journal, January 1926.

In the scattered range of the abilities of his pupils the author chose the plan of supplying books from which the pupils read as they completed the daily assignments - thus giving him time for the slow ones and yet completing the required course in the given time. The pupils read on an average of three and one third books each semester in addition to the regular course.

Stone, Clarence R.- Silent and Oral Reading - Edited by E. P. Cubberly - Division of Secondary Education under the Editorial direction of A. Inglis, price \$2.00.

This text states the problem of instruction in reading; states aims and methods of reading in the primary, intermediate and upper grades; lists devices for improvement of silent and oral reading ability; and finally evaluates a number of standard reading tests with suggestions for instruction with individual differences noted.

Stormzand, Martin J. and O'Shea, M.V.- How Much English Grammar? Baltimore, Warwick and York, 1924.

The procedure here used was the collection of 10,000 sentences from standard authors, current writings, adult letters and school composition. These were examined to discover frequency in usage and ten general grammatical topics, comprising a complete course in grammar. A count of errors was made and also an analysis of ten leading text books. The general conclusion is that the critical period for language mastery is within the last few years of the elementary school and the early high school years.

Struble, Geo. G.-An Analysis of Some Reading Difficulties of High School Students - Thesis 1925, University of Kansas Library.

This study is concerned with reading difficulties of 1,982 Kansas high school students and the causes of their difficulties. Among the items of interest he found difficulties arising from many sources; limitations of vocabulary, double negative, limited experience of the reader, his ethical training, and from orthographic resemblances.

Symonds, Percival W. and Penny, Edith M.- The Increasing of English Vocabulary in the English Class - Journal of Educational Research, volume 15, pages 93 to 103. February 1927.

An experiment with a time period of four months was based upon a beginning and end test using Thorndike's Test of Word Knowledge given by controlled group method to two groups of fifteen ninth grade girls. The results indicated that by spending ten or fifteen minutes a day in word-study a pupil can make notable gain in the size and accuracy of his vocabulary. The practice group had increased six and nine-tenths words, per hundred and the controlled group had increased two and two tenths words per hundred.

Uhl, Willis L.- The Materials of Reading, Their Selection and Organization - New York, Silver, Burdett and Co. 1924.

This publication was designed primarily for the elementary school but contains much of value to the high school teacher of literature. The author states that literature for high schools must have interesting plots and interesting characters. He insists that a miscellany of materials be included to meet the pupils' social needs. There is also a discussion of effective methods.

Ummel, Maude- An Analysis of Frequency of Error in Grammar and Sentence Structure Among Selected Junior High School Pupils. Thesis 1928- University of Kansas Library.

This study was based upon three hundred and forty eight junior high school pupils of several Kansas towns and the conclusion reached was that the smaller the frequency of error the more consistent the recurrence through the years. The correlation between the frequency of occurrence of certain types of errors and the accuracy of recognition of these errors on standard tests seemed very slight.

Ward, Charles Henshaw - What is English? Scott, Foresman & Co.
1925, Chicago, Illinois.

This is a revised edition of the 1917 original. It is classified as a "book of strategy for English Teachers." It is in part a reprint and an adaptation from special articles appearing in various magazines.

Washburn, Cateaton and Vogel, Mabel - Winnetka Graded Book List,
Chicago, American Library Association 1926.

The author secured the choices of 36,750 children along with their age and reading ability as judged by paragraphs of the Stanford Achievement tests. The collected list is limited to those books read by 25 or more of these children. The ninth grade list contains only 20 books and the tenth grade only six. The findings are most valuable from grades five to eight.

WisWall, Zilla E. - Improvement in Sentence Structure -English
Journal 1927, University of Chicago, Chicago, Illinois.

Through an investigation of 200 eighth grade pupils the author concludes that the comma blunder is due to careless "English Habit", errors made in use of non-sentence are due to lack of knowledge and that the sentence recognition drills are an aid in eliminating comma-splice sentence error.

WisWall, Zilla E- A Study of Sentence Structure in 8th Grade Composition - The Elementary School Journal, February 18, 1926.

This study is not connected with high school English and here mentioned only because her findings are exactly contrary to those of Hudelson in "English Composition Its Aims, Methods and Measurement."

Willing, Mathew H.- Valid Diagnosis in High School Composition
New York, Bureau of Publications Teachers College,
Columbia University 1926.

The problem here was to determine which was more valid:
1. Analysis of school room themes by teachers, or
2. Use of findings of typical proof reading and error recognition tests.

By his analysis of 340 errors he decided that the specific diagnosis of the teacher was to be preferred.

Wycoff, Glenn L. An Analytical Study of Spelling Dificiencies of High School Seniors in Twenty-Six Representative High Schools in Kansas and Oklahoma, During the School Years 1925-6. Thesis 1928 University of Kansas Library.

Based upon the fact that these high school seniors wrote 3,717 themes making 4152 errors counting repetitions and misspelled 1,335 different words, the author states that with the exception of the omission of letters no other type of error was outstanding. The author's recommendation is that grade teachers teach spelling rather than testing the pupils to discover spelling weaknesses.

Chapter II.

THE PROBLEM and PROCEDURE

This study was made by the writer during the school year of 1929-1930 for the purpose of analyzing the relative achievements of pupils in A, B, and C classes in English Composition and Literature in Paseo High School, Kansas City, Missouri. Since illness, withdrawal or late entry eliminated nine pupils from the original number (175) the group included 166 high school pupils (104 sophomores and 62 freshmen) in five classes: one sophomore A - 35 pupils, one sophomore B - 34 pupils, one sophomore C - 35 pupils and two freshmen B - 62 pupils. The instructor made no effort to change the classification of the A, B, and C groups as regularly arranged by the school office, whose practice is to select the children for classified units according to (1) their previous achievement in school marks, (2) their intelligence rating on Terman and National Mental Ability Tests administered in ward school, and (3) their teachers' predictions.

The problem was to secure from standard tests and other sources a diagnosis of the relation in an ordinary school situation between achievement in English and the following:

- 1- Mental ages from a composite of these mental tests:
Alpha, Otis, Terman and Miller,
- 2- The chronological age,
- 3- The composite rating in other subjects,
- 4- The grade placement in vocabulary,
- 5- The score on literature appreciation tests,
- 6- A,B, and C class grouping,
- 7- The reading rate,
- 8- Housing(house, apartment, duplex or institution)
- 9- Home conditions (normal, divorced, either parent dead)

To secure comparison with standardized norms the following tests were used:

A. Mental Ability

1. Army Alpha Intelligence Tests - Form 5
2. Form A of the Miller Mental Ability Test
3. Form A of the Otis Self-administering Tests of Mental Ability
4. Form A of the Terman Group Test of Mental Ability

B. General Achievement

1. Tests for the Appreciation of Literature
(I,II,III,IV,V,VI) Hannah Logassa and Martha McCoy-Wright

2.The Inglis Tests of English Vocabulary-Forms A and B

3.Haggerty Reading Examination Sigma 3 Forms A and B

C. Subject Content

1.Form A and B of the University of Wisconsin Sentence Recognition Tests

2.Form A and B of the University of Wisconsin Tests of Grammatical Correctness

3.Wilson Language Error Test

4.Diagnostic Tests in English Composition, Pressey

5.Objective Tests in English, Editor, Geo.A.Rice.

The tests were supplied through the courtesy of the Department of Research of the Kansas City School System, and were given and scored by the instructor with the following exceptions: the Army Alpha Test was given to the sophomore A and one freshman B group by Miss Elizabeth Wilson, Director of Educational Counseling, and was scored by a trained clerk; and the Terman Group Test of Mental Ability which according to custom was given by a representative of the Department of Research and scored by the English teachers of the school.

The instructor made no explanation which would allow the students to feel that they were being subjected to any special testing program; and the students seemed to accept the tests as a part of their regular work, and seemed pleased to know that their "test questions" were those asked of thousands of other high school students rather than by the "whim of the teacher." The content of the courses was that designated in the Kansas City Course of Study. The class procedure as explained below is the regular program as utilized by the author who thinks there seems to be value to the group in socializing the class routine.

Each class formed itself into a club with a host, hostess, critic and regular officers(elected for each five weeks), These officers daily greeted the students, noted visitors, adjusted the windows and blinds, provided sharpened pencils from the desk, and created an atmosphere of helpful courtesy. In the composition classes the pupils met in groups interested in eliminating certain specific errors peculiar to that group. The members of the class automatically became guests and readily the group offered its best regularly as would a company of soldiers parading before a visiting general. An error, tardiness, and forgotten assignments were no longer things "to put over" but actual discourtesies to their own group and as such rapidly disappeared from the class activity.

The plan of the year's work was so to present the assigned courses that all groups would have an equal opportunity to understand. The plan of instruction at Paseo is to distribute the freshman courses in composition and literature through the year(ten weeks of composition and ten weeks of literature in the first semester, and ten weeks of composition followed by ten weeks of literature the second semester) and to divide the sophomore courses into literature the first semester and composition the second semester. The instructor selected the requirements specified below based upon the minimum required by the Kansas City Course of Study, distributed a copy of these to each pupil, and insisted that each pupil before he received a passing grade should have a perfect mastery of these items. The underlying theory was to avoid that situation by which children develop perverted standards by stating that "they shall learn" this assignment and then giving Johnny credit for "learning" 90% of the assignment and likewise Mary credit for "learning" 70% of the assignment when the true state of the case is - neither has "learned" the assignment. The instructor readily concedes that all of the students did not learn this assignment for the first test, for the second test nor even for the third; but she does insist that according to the year's contract each student mastered this minimum requirement - three students having failed to fulfill the requirement received an "F" in the course.

The content and texts of the A, B, and C classes were those authorized by the Kansas City Board of Education and listed in the city course of study.¹ The instructor used the unit assignment and contract method in the A, B, and C classes. The A and B classes seemed capable of sustained interest, readily sought the answers to suggested questions, and offered ideas from previous experiences. The C class seemed to need individual instruction(which is here interpreted to mean pupil-conferences, recognition of individual differences- sight, hearing and speech difficulties - and a utilization of environmental factors- fathers' occupations, mothers' interests, pupils' travels, etc.)

During the term each student was expected to attain 100% mastery of the following minimum requirements: (examples for composition and literature).

1. Tentative Course of Study for Junior and Senior High Schools of Kansas City, Missouri.

FRESHMAN COMPOSITION

- I. A word is a symbol of a thought.
 - A. History of the word
 - B. Grammatical forms
- II. A phrase is a group of words not containing both a subject and a predicate.
- III. A clause is a group of words containing a subject and a predicate.
- IV. A sentence is a group of words expressing a thought and containing a subject and a predicate.
- V. Types of sentences
 - A. Content
 - 1. A declarative sentence makes a statement
 - 2. An interrogative sentence asks a question.
 - 3. An imperative sentence issues a command.
 - 4. An exclamatory sentence expresses sudden emotion.
 - B. Construction
 - 1. A simple sentence contains a subject and a predicate either or both of which may be compound.
 - 2. A compound sentence contains two or more independent clauses.
 - 3. A complex sentence contains one independent clause and one or more dependent clauses.
 - 4. A compound-complex sentence or a complex-compound sentence contains two or more independent clauses and one or more dependent clauses.
- VI. A paragraph is a group of related sentences developing a single topic.
- VII. Types of paragraphs
 - A. Content
 - 1. Descriptive
 - 2. Narrative
 - 3. Expository
 - 4. Argumentative
 - B. Purpose
 - 1. Introductory
 - 2. Transitional
 - 3. Summary
 - 4. Subject-development.
- VIII. A topic statement is a sentence which contains the main idea of the paragraph. Its location is
 - A. At the beginning
 - B. In the middle
 - C. At the end
 - D. Sometimes implied
- IX. Four book reviews
 - A. The novel
 - B. The drama
 - C. The short story
 - D. The essay and poetry

- X. Criticize
- A. Word choice
 - B. Sentence form
 - C. Paragraph development
 - D. Sense appeal in paragraphs of the following type:
The atmosphere of the winter day was damp and cold.
The harsh wind pierced her thin, shabby garments
and sent aching quivers up and down her slender
frame. The bitter, nipping wind had given her face
a hard glazed sensation: and the sockets of her
sunken eyes sent throbbing aches into her fast
numbing consciousness.
- XI. Term paper.

SOPHOMORE LITERATURE.

- I. The Colonial Period 1607-1765
- A. Characteristics of the Period
Development from the initiative, ingenuity and
democracy of the Elizabethans the authors and
literature of the Colonial period present ideals
of moral heroism and determination.
 - B. American Authors of the Period
 1. Capt. John Smith 1579-1631
 2. William Bradford 1590-1657
 3. John Winthrop 1586-1649
 4. Anne Bradstreet 1612-1672
 5. Cotton Mather 1663-1728
 6. Johnathan Edwards 1703-1758
 - C. Contemporary English authors
 1. William Shakespeare 1564-1616
 2. John Milton 1608-1674
 3. John Bunyan 1628-1688
 4. Daniel DeFoe 1661(?) 1731
 5. Alexander Pope 1688-1744
- II. The Revolutionary Period 1765-1800
- A. Characteristics of the Period
The winning of the Revolutionary War and the Es-
tablishment of the nation impressed upon the
Americans the duty of selfculture, selfreliance,
thrift; the value of common sense; and the need
of quality both practical and altruistic.
 - B. Authors of the Period
 1. Thomas Jefferson 1743-1826
 2. Patrick Henry 1736-1799
 3. Benjamin Franklin 1706-1790
 4. Phillip Freneau 1752-1832
 5. Charles Brockden Brown 1771-1810
 - C. Contemporary English Authors
 1. Oliver Goldsmith 1728-1774
 2. Edmund Burke 1729-1797
 3. Robt. Burns 1759-1796

III.

The National Period 1800 to 1900

A. Characteristics of the Period

In the National Period, American literature voiced a notable philosophy, an inspiring belief in individuality- the aim to have each human being realize that this plastic world expects to find in him an individual hero.

B. American Authors of the Period

1. Washington Irving 1783-1859
2. James Fenimore Cooper 1789-1851
3. Nathaniel Hawthorne 1804-1864
4. Edgar Allan Poe 1809-1849
5. Ralph Waldo Emerson 1803-1882
6. William Dean Howells 1837-1920
7. Harriet Beecher Stowe 1811-1896
8. Owen Wister 1860
9. Henry W. Longfellow 1807-1882
10. Whittier 1807-1892
11. James Russell Lowell 1819-1891
12. Oliver Wendell Holmes 1809-1865
13. Abraham Lincoln 1809-1865
14. Bret Harte 1839-1902
15. Eugene Field 1850-1895
16. Carl Schurz 1829-1906
17. Mary Antin 1881
18. Enos A. Mills 1870-1922
19. Herman Melville 1819-1891
20. Walt Whitman 1819-1892

C. Contemporary English authors

1. Samuel Taylor Coleridge 1772-1834
2. William Wordsworth 1770-1850
3. Byron(Geo. Gordon) 1788-1824
4. Shelley (Percy Bysshe) 1792-1882
5. John Keats 1795-1821
6. Scott 1771-1834
7. Charles Lamb 1775-1834
8. Thomas Carlyle 1795-1881
9. Charles Dickens 1812-1870
10. Wm. Makepeace Thackeray 1811-1863
11. Geo. Elliott 1819-1880
12. Charles Darwin 1809-1882
13. Tennyson - 1809-1892
14. Browning 1812-1889

IV. The Modern Period 1900 to the present

A. Characteristics of the Period

The glory of triumph, the novelty of self-discovery, the delight in freedom of thought, the humor of detached observation, the youthful cynicism of disillusionment, the wise tolerance of the ages, the startled horror inspired by the irony of the laws of compensation, and the beauty of growing achievement - are all present in American literature of the Modern Period.

B. Authors of the Period

Names recorded by the individual student as he read.

Literature-definitions.

- I. Literature is the lasting expression in words of the meaning of life.
- II. Poetry -
Poetry is that form of discourse which possesses rhythm.
Poetry is the emotional pleasure of seeing truth through beautiful imagery.
- III. A Short Story is a narrative which is an interpretation of a crucial test in human life. (Crucial test: physical, or spiritual.)
- IV. A Drama is that form of discourse which may be acted on the stage.
- V. A Biography is the story of one's life written by another.
- VI. An Autobiography is the story of one's life written by one's self.
- VII. A Tale is a form of the short story distinguished by its freedom from the formal rules of composition - a fragment.
- VIII. An Essay is an explanation reduced to its essentials. The purpose of an essay is to inform or convince.
- IX. A Novel is that type of literature which offers the author's interpretation of life through the narration of a series of events so presented that the characters speak, act and think described settings which are in harmony with the theme of the author.

- X. The Value of the Novel
1. It traces the progress of civilization through the centuries.
 2. It effects social, legal or moral reforms.
 3. It enables the reader to picture for himself various types of living without actual contact with those types.
 4. It preserves a knowledge of manners and customs which would otherwise be lost.
- XI. A Classification of Novels (Subject)
1. Domestic life. - The Vicar of Wakefield, - Pride and Prejudice and Little Women.
 2. Historical Events - Ivanhoe, A Tale of Two Cities,
 3. Romance, (Adventure, Treasure Island, Leatherstocking Tales.
 4. Purpose- Bleak House, Uncle Tom's Cabin.
- XII. Five Possible Plots
1. Man and his relation to God.
 2. Man and his relation to Man.
 3. Man and his relation to Woman.
 4. Man and his relation to Nature.
 5. Man and his relation to Supernatural.

During the composition units of the work, that the pupil might replenish his store of information for writing, one day each week was used for exploratory reading. As a term requirement each freshman wrote a biography- the subject of which he selected and the form of which followed this outline:

Biography

- I. Introduction
 - A. The individual's value to world
 1. Materialistic
 2. Idealistic
 - B. The Individual's value to himself.
- II. Narrative
 - A. Parentage
 1. Father
 - a. Occupation
 - b. Character

2. Mother
 - a Occupation
 - b Character
3. Influence
 - a Environment
 - b Ideals

B. Career

1. Early life
 - a. School experience
 - b Early attempts
2. Adult life
 - a. Marriage
 - b Personality
 - c Success
3. Death

C. Achievements

1. Causes
- 2 Value
- 3 Results

III Conclusion

The covers, the pen drawings, and clipped illustrations expressed the preference of the individual pupil.

As a term requirement each sophomore edited a magazine developing one central theme. The pupil selected the subject of the magazine which contained the following adapted to the theme of the magazine:

1. Editorial
2. Character sketch (life or book)
3. Short story
4. Book review
5. Biography
6. Five current topics
7. Special page (individual interest-sport, fashion, art, music, etc.)
8. Poem
9. Comic page (only quoted page, -selected and acknowledged)
10. Open letter.

As a unit of oral composition exposition was thought to be well suited to freshmen and each discussed "how something was done"- one boy recently returned from Canada brought a pair of skis and gave an illustrated talk, another sketched a basket ball court on the board, and then described a game in progress; and a girl interested in sewing gave with detailed information an adjustment of a pattern which she remodeled to fit another student.

In sophomore oral composition the students gave sales talks. A sales outline used by Dr. Brewer in an extension course of the University of Kansas reached the classes through the interest of the fathers enrolled in Dr. Brewer's class in salesmanship. This outline supplemented the following sets of sales books:

The Science of Business Building-Arthur Frederick Sheldon
The Art and Science of Selling-James Samuel Knox
The Science of Applied Salesmanship-James Samuel Knox
Building Your Business by Mail-Willigm G. Clifford
The Personal Atmosphere- Frank Channing Haddock
Psychology and Achievement- Warren Hilton

During the last week of each five weeks the five classes were divided into six groups(a different six groups for each class during each five weeks.) Each group had a host and hostess who were responsible for the activities of their group. During these class periods tea was served while the pupils within their groups discussed books which they had previously read and which satisfied the requirement for a book report. In order that each student might participate in the group discussion members of our other classes who had study periods at the given hour served the tea; and members of the classes who had study periods the following hour prepared the tea service for the next tea.

Often the group became interested in a certain book reviewed by one of the pupils - this led to the following type of activities: In a freshman class the girls of one group through their own suggestions dressed dolls to represent characters in Little Women while the boys of the group made a miniature play ground for Plumfield; and in a sophomore class one group after a report on the Virginian which followed the movie performance at a local theater wrote a review of the story in which they included sketches of characters from the story and kodak pictures of the students costumed for a variety of scenes. These and other similar projects they offered to the instructor that the might "show the other classes which books they ought to select if they wanted to read a regular story."

A major portion of the year was devoted to the formation of habits rather than the mastery of mechanical rules. For example, the individual student mastered the letter forms in uniform style. It was explained that the student could exactly express his individuality through the complimentary closing of his letters; then by giving him a list of correct closings, from which he selected those "suited to his personality" he was trained to avoid the participial closing; and through his interest in self-expression reduced his correct closing to habit or automatic performance.

To avoid vague ideas of material read in the literature classes the object of the course was to offer the student the following opportunities:

1. To read with concentration for comprehension (with regular tests assigned for that purpose)
2. To develop processes of reading
 - a. Books for thought
 - b. Magazines for passing interest
 - c. Newspapers for rapid survey
3. To read for mental pictures
4. To read for growth of ideals.

Chapter III

An Analysis and Interpretation of the Data

After the tests had been administered and scored, tables of the results were prepared and these are reproduced here with brief comments and explanation.

Table I. Achievement of Different Classes in Haggerty Reading Examinations, September 1929.

Classes:	Grade Placement in Reading Examination.							Total	Median
	11	10	9	8	7	6	5		
Soph. A	7	15	10	3				35	10.3
B		12	12	6	4			34	9.6
C				5	5	11	14	35	6.3
Fresh.B		8	26	22	6			62	9.1
Total	7	35	48	36	15	11	14	166	

It appears from this tabulation that the median score of the sophomore A group gave it a grade placement in this test which was a little above normal for sophomores (10.3). Of the 35 students in this group 13 had scores below and 7 above the normal score for their grade. The median score for sophomore B group was a little below normal. In fact 22 of the 34 students in this group scored below grade 10. All of the sophomore C students scored below even the grade placement expected of freshmen. Of the sophomore C students 40 percent stood four years below normal in the results on this test. In all, 9 percent of the 166 students made scores above normal, 59 percent below normal and 32 percent made normal scores.

Table II. Achievement of Different Classes in Haggerty Reading Examination, June 1930.

Classes:	Grade Placement in Reading Examination.							Total	Median
	11	10	9	8	7	6	5		
Soph. A	7	22	6					35	11.5
B	8	8	11	4	3			34	10.9
C				8	8	10	9	35	7.9
Fresh.B	4	13	22	19	4			62	10.4
Total	19	43	39	31	15	10	9	166	

In the June test each of the four classes showed more than a year of progress since September, as is indicated by a comparison of the median scores in the Haggerty Reading Examination. The progress ranged from 1.2 years for sophomore A group to 1.6 years for sophomore C group. The percentages above normal grade placement showed a marked increase and those below normal a marked decrease as compared with September results for all classes except sophomore C. These facts are disclosed in the next table which is self-explanatory.

Table III. Comparison of Relative Placement in September and June in Haggerty Reading Examination.

Classes:	P E R C E N T A G E S					
	Above Normal		Normal		Below Normal	
	Sept.	June	Sept.	June	Sept.	June
Soph. A	20	83	43	17	37	0
B	0	40	35	40	65	20
C	0	0	0	0	100	100
Fresh. B	13	63	42	31	45	6

Table IV. Achievement of Different Classes in Inglis Vocabulary Test, September 1929.

	Grade Placement in Vocabulary Test.							
	Col.	Below						
Classes:	Fr.	12	11	10	9	H.S.	Total	Median
<u>Soph. A</u>	3	13	4	8	5	2	35	11.6
B			4	9	12	9	34	9.8
C				1	7	27	35	Below H.S.
<u>Fresh. B</u>		2	5	10	15	30	62	9.1
<u>Total</u>	3	15	13	28	39	68	166	

The median score of the sophomore A group gave it a grade placement in this test of 11.6 years which was 1.6 years above normal for sophomores. Seven had scores below normal, 8 had normal scores and 20 had scores above normal. The median score for sophomore B group was 9.8 years. Only 9 of these students had normal scores; 21 had scores below and 4 had scores above normal. Of the 35 sophomore C students only 8 had scores as high as is normally expected of freshmen. In all 24.7 percent of the 166 students made scores above normal, 55.3 percent below normal and 20 percent made normal scores.

Table V. Achievement of Different Classes in Inglis Vocabulary Test, June 1930.

Classes:	Grade Placement on Vocabulary Test.							Total	Median
	Col. Grad.	Col. Fr.	12	11	10	9	Below H.S.		
Soph. A.	1	6	12	4	8	3	1	35	12.1
B.			2	11	13	6	2	34	10.7
C.					1	13	21	35	Below H.S.
Fresh. B			6	7	16	22	11	62	9.1
Total	1	6	20	22	38	44	35	166	

The sophomore A group in this tabulation achieved a median score of 12.1 which is one year above the normal. Of the 35 students included, 19 had scores above and 12 below that of the normal score for this grade. The sophomore B group had a median score slightly below normal (10.7). Only 2 of this group scored above normal, 11 had normal scores and 21 had scores below normal. The sophomore C group had scores which gave a grade placement below the high school years. The Freshman B group had a median score of 9.1, one year below the normal as expected of Freshmen in June. Only 13 of the 62 freshmen scored above normal, 33 scored below and 16 scored normal. Of the 166 students in the 4 classes, 60.5 percent scored below normal, 20.5 percent above and only 19 percent had normal scores.

Table VI. Comparison of Relative Achievement in September and June on the Inglis Vocabulary Test.

Classes:	P E R C E N T A G E S					
	Above Normal		Normal		Below Normal	
	Sept.	June	Sept.	June	Sept.	June
Soph. A	57	54	23	12	20	34
B	12	7	27	32	61	61
C	0	0	3	0	97	100
Fresh. B	27	21	25	26	48	53

Apparently the groups under observation showed no measurable growth in vocabulary over this period.

Table VII. Reading Rate of A, B, and C Classes as Scored in September on Essay Type Reading.

Classes:	Number of Words per Minute.									Tot.	Med.
	100 or fewer	101 to 125	126 to 150	151 to 175	176 to 200	201 to 225	226 to 250	251 to 275	276 to and more		
Soph. A			1	10	4	9	3	6	2	35	233
B	1	3	15	5	1	7	1	1		35	172
C	6	16	9	4						35	143
Fresh. B	4	14	9	7	12	8	5	3		62	189
Total	11	33	34	26	17	24	9	10	2	166	

The tests in essay type reading were on material from Franklin's Autobiography. Periods of two, three, and five minutes were used. Each of the students took three separate tests in a given class period. The tests were of two, three and five minutes in length. Three tests were employed as a device to gain a fair estimate of the students' usual reading rate; and the time allotment was varied to try to recognize the factors of initial speed and relatively sustained attention. The September tests were from the first half of Franklin's Autobiography; and, since the book is read merely as a type of biographical literature, the students did not read the second half until they read for the June tests. The biography is not a popular book among the students and they revealed no apparent familiarity with the content. The instructor explained to the students that a brief factual test would follow each reading rate test and a stop watch was used in timing the reading. Then the group estimated the number of words in the average line, multiplied by the number of lines read, and divided that product by the number of minutes read. The average rate secured from these three reading tests served as the reading rate employed for the comparison of June and September scores.

The median reading rate for sophomore A students is 233; for sophomore B students 172; for sophomore C students 143 and for Freshmen B 189.

Table VIII. Reading Rate of A, B, and C Classes as Scored in June on Essay Type Reading.

Class:	Number of Words per Minute.									Tot. Med.	
	100 or fewer	101 to 125	126 to 150	151 to 175	176 to 200	201 to 225	226 to 250	251 to 275	276 and more		
Soph. A		4	6	3	1	14	3	2	2	35	231
B	2	8	9	7		7	1			34	169.25
C	5	10	11	4		5				35	150.5
Fresh B	4	8	11	6	13	5	8	7		62	201.7
Total	11	30	37	20	14	31	12	9	2	166	

The median reading rate in June for sophomore A students was 231, for sophomore B students 169.25, for sophomore C students 152 and for Freshman B 201.7.

It is possible that because of the alleged potency of the "warming up" process the two, three and five minute tests were not a fair measurement of the students' reading rate; but certainly while the instructor made no effort to improve the reading rate during the year, assuredly the scores here recorded show no significant acceleration or retardation.

Table IX. Chronological Ages of A, B, and C Sophomore Classes and Freshman B Classes in September 1929.

Classes:	Chronological Ages.						Total	Median
	12	14	15	16	17	18		
Soph. A	4	19	10	2			35	14.7
B	2	11	11	5	4	1	34	14.3
C		6	18	6	5		35	15.6
Fresh. B	11	32	2				62	14.6
Total	17	68	56	15	9	1	166	

The data for this table were obtained from the students' permanent record card filed at the Paseo High School office. The ages were thus defined: under 13 years and 5 months were recorded as 13 years, 13 years 5 months to 14 years 5 months were recorded as 14 years.

The median chronological age as disclosed by this tabulation was older than the normal for the respective grades. As might be expected the sophomore C group had the highest median chronological age (15.6). Since the Kansas City School System is an eleven year system the normal age for the freshman year is 13 years and the normal age for the sophomore year is 14 years.

Table X Mental Age of A, B, and C Sophomore Classes and Freshman B Classes in September 1929.

Classes:	Mental Age.									Tot.	Med.
	11	12	13	14	15	16	17	18	19 or above		
Soph. A				4	3	6	10	7	5	35	17.5
B		1	1	12	11	7	2			34	15.3
C	1	3	18	6	5		2			35	13.8
Fresh. B		3	3	19	18	17	1	1		62	15.3
Total	1	7	22	41	37	30	15	8	5	166	

It appears from this tabulation that the median mental age of the sophomore A students is 17.5 whereas the usual mental age of sophomores is 14. In fact, in the group of 35, 31 scored above normal. The median mental age for sophomore B group was also slightly above normal, for 20 of the 34 were above normal. In the sophomore C group 22 of the 35 were below normal. in mental age. The median mental age of the freshman B group was 2 years above the normal expected of them. Of the 62 students 56 had mental ages above the normal (age 13) 3 tested normal and 3 below.

Table X shows the comparison of A, B, and C groups in the years of mental age as determined from the composite of scores on Alpha, Otis, Terman and Miller Mental tests.

Table XI. A Relation of Chronological Age to Mental Age for Individual Students.

Mental Age	:	Chronological Age								Total
	:	13	14	15	16	17	18	19	20	
11	:					1				1
12	:		1	2	3	1				7
13	:	1	3	14	3	1				22
14	:	4	20	13	2	2				41
15	:	5	13	17	2					37
16	:	4	13	8	3	1	1			30
17	:	2	7	2	1	3				15
18	:	1	6		1					8
19	:		2							2
20	:		3							3
Total	:	17	68	56	15	9	1			166

Table XI shows the relation of chronological age to mental age for individual students. It is apparent that 98 or (60 percent) of these students are chronologically grouped in an age range of 14, 15 and 16 while the same 98 are likewise grouped in a mental age range of 14, 15 and 16. While 68 of the 166 were 14 years of age chronologically 41 were 14 years mentally; and the 14 year of chronological age contained a mental age range of from 12 to 20 inclusive while the 14 years of mental age contained a chronological age range of from 13 to 17.

Table XII. Grade Placement on Literature Appreciation Tests of A, B, and C Classes in September.

Classes:	The Grade Placement in This Test.							
	Below H.S.	9	10	11	12	Col. Fr	Col. Soph.	Tot. Med.
Soph. A		2	11	8	8	4	2	35 11.6
B	8	2	10	11	3			34 10.6
C	29	4	2					35 Below H.S
Fresh.B	30	15	15	2				62 9.
Total	67	23	38	21	11	4	2	166

The grade placement for the appreciation of literature was determined by the tests for the Appreciation of Literature by Hannah Logassa and Martha McCoy-Wright. Since there was no available form II of this test, no June test was given. The results indicate that the sophomore A group was accelerated one and one half years, that the sophomore B group was accelerated one half year, that the freshman B group was normal for its year and that 29 of the sophomore C group rated below the level expected of high school students with 4 rating normal for freshman and with two of the 35 students rating normal.

Table XIII. Analysis of School Marks in A, B, and C Sophomore Classes and Freshman B Classes.

Classes:	School Marks.					Total	Median
	E	S	M	I	F		
Soph. A	4	24	7			35	3.6-S+
B	1	9	18	6		34	2.1-M+
C			28	6	1	35	2.9-M
Fresh.B	2	23	21	15	1	62	2.2-M+
Total	7	56	74	27	2	166	

The rating in school marks is the composite rating of the year's marks (semester 1 and 2) compiled from all marks recorded for each student in all subjects exclusive of his marks scored in English. Twenty eight of the sophomore A students had a standing of E or S in the year's work with only 7 having a

standing of M. The numerical values attributed to each mark the Kansas City School System are #4, S-3, M-2, I-1, F-0. These marks were secured from the Paseo High School office permanent record cards filed in the Paseo High School office. This data would seem to indicate that the A group of sophomores consistently attained superior marks in scholastic rating.

Table XIV. Types of Housing of Students Enrolled in A, B, and C Sophomore Classes and in B Freshman Classes.

Classes:	Housing.					Tot.
	House	Duplex	Apartment	Hotel	Institution	
Soph. A	32	3				35
B	27	2	5			34
C	32	1	1	1		35
Fresh. B	55		6		1	62
Total	146	6	12	1	1	166

The data on the housing conditions indicate the students pre-vaillingly live in houses. This information came from the Paseo High School office records.

Table XV. Home Conditions of Students in A, B, and C Sophomore Classes and Freshman B Classes.

Classes:	Home Conditions.					Total
	Normal	Divorced	Father Dead	Mother Dead	Both Working	
Soph. A	30	0	1	3	1	35
B	21	3	2	3	5	34
C	25	3	1	4	2	35
Fresh. B	48	1	4	4	5	62

The home conditions are prevaillingly normal for the students; that is, they lived in a normal home, father working and mother the home keeper. A divorced home means child was living with either parent. A home in which father was dead, a home in which the mother was dead, or a home from which both parents were working applied to 35 of these students. This information came from the Paseo High School office records.

Summary of the Study

Numerous suggestions pertaining to the analysis and improvement of achievement in English instruction are available in recent educational literature.

This study was concerned with an analysis and comparison of achievement of A, B, and C Sophomore classes and Freshman B classes in English in a given high school.

The procedure which was employed involved giving standardized tests in various phases of English in September and in June and attempting to utilize other available data.

The instruction of these classes was conducted as it would have been had there been no such study of their achievement.

The content of instruction was determined by the Kansas City Missouri course of study.

The classification of students was determined on the basis which are usually employed in the city's school system.

In the Haggerty Reading Examination three of the four class groups made a normal or nearly normal grade placement score in September and showed more than a year of progress by June. Even the sophomore C group, which rated four years below normal in September, made 1.6 years of progress by June.

In the Inglis Vocabulary test the sophomore A class rated more than a year above the normal score in both the September and the June tests. The B class was about normal in both tests; the C class median was more than a year below normal in both tests; and the freshman B group rated normal in September but showed no progress during the year.

In the reading rate test no norms were available. Only sophomore C and freshman B classes showed any increase in rate during the year.

A test in Literature Appreciation was given only in September. Two of the classes made scores above the norms for those classes - the sophomore A class was 1.6 years above the norm. The sophomore C class median was below high school standing, while the freshman B class was normal.

In the chronological age analysis all four classes were over-age. The sophomore B class was least average. The sophomore C and the Freshman B classes were 1.5 years average.

The mental age analysis indicated that the sophomore C class was about normal for its grade. The other three classes were each 1.3 years to 3.5 years mentally over-age.

Both the mental and chronological age data seem to indicate that the classification of these students does not correspond very closely with age.

The analysis of composite school marks shows a superior record for sophomore A class; and a difference between sophomore B and sophomore C class medians which is so small that it is in contrast to the differences shown in the several tests employed.

Both mental age and school marks data seem to suggest that the achievement record of the sophomore C class should have been much higher than it was in these tests.